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ABSTRACT

This document presents the norms and standards for management education through distance mode that were considered and approved by the Distance Education Council (India) at its 12th meeting held on December 22, 1996. The document contains the following sections: (1) Introduction; (2) Curriculum Design; (3) Eligibility Criteria; (4) Admission/Selection Procedure; (5) Duration; (6) Student Intake; (7) Class Size; (8) The Measure of a Course/Programme; (9) Learning Resources; (10) Delivery Mechanism; (11) Evaluation; (12) Faculty; (13) Fee Structure; (14) Physical Facilities and Equipment; (15) Library; (16) Computer Facilities; and (17) Monitoring and Performance Review. (MES)

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NORMS AND STANDARDS FOR MANAGEMENT EDUCATION THROUGH DISTANCE MODE

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Norms and Standards for Management Education through Distance Mode

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were

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by

The Distance Education

Council

at its

12th Meeting held on

22nd December, 1996

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CONTENTS

		PAGE NO.
1.	Introduction	1
2.	Curriculum design	1
3.	Eligibility Criteria	3
4.	Admission/Selection Procedure	3
5.	Duration	4
6.	Student Intake	4
7.	Class Size	4
8.	The Measure of a course/programme	4
9.	Learning Resources	5
10.	Delivery Mechanism	8
11.	Evaluation	9
12.	Faculty	10
13.	Fee Structure	11
14.	Physical facilities and equipment	12
15.	Library	13
16.	Computer facilities	13
17.	Monitoring and performance review	13

EDUCATION COUNCIL

INTRODUCTION

India, in its developmental phase, requires an ever expanding number of managerial personnel. The limitations of the conventional and face-to-face system to meet this ever expanding requirements are too well known. Distance mode for its flexibility and cost effectiveness is the obvious choice. Nevertheless, to ensure and maintain quality, we must have clear cut norms and standards for management education. Norms and Standards should cover different aspects namely, curriculum design, eligibility criteria, admission procedures, duration, evaluation, infrastructural facilities, credit transfer system etc.

CURRICULUM DESIGN

The curriculum design should be mainly guided by the need for developing effective managers. It should thus aim to develop relevant skills and competencies. The curriculum and the minimum/maximum number of credits/credit hours should be the same as suggested for full time/part-time management courses. The DEC curriculum for management programmes should have at least 60% common and the balance courses specific to local needs. An MBA Programme structure consisting of compulsory, elective and project work courses is illustrated below for reference :

Compulsory Courses

1. Management Functions and Beheaviour
2. Managing Men
3. Economic and Social Environment
4. Accounting and Finance for Managers
5. Management of Machines and Materials
6. Marketing for Managers
7. Information Management and Computers

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8. Quantitative Analysis for Managerial Applications
9. Managerial Economics
10. Organisational Design, Development and Change
11. Corporate Policies and Practices
12. Strategic Management
13. Research Methodology for Management Decisions

Elective Courses (Select any six)

1. Social Processes and Behavioural Issues
2. Human Resource Development
3. Human Resource Planning
4. Union Management Relations
5. Managing Change in Organisations
6. Working Capital Management
7. Capital Investment and Financing Decisions
8. Management Control System
9. Security Analysis and Portfolio Management
10. Operations Research
11. Project Management
12. Management of Information Systems
13. Consumer Beheaviour and Marketing Research
14. Sales and Distribution Management
15. Product and Advertising Management
16. International Marketing
17. Marketing of Services
18. Management of Public Enterprises
19. Management of New and Small Enterprises
20. Technology Management
21. International Business Management

Project Work

Project Work (equivalent to two courses)

DISTANCE EDUCATION COUNCIL

ELIGIBILITY CRITERIA

The minimum entry qualification to the Post-Graduate Programme in Management (MBA) is that a candidate should be a graduate in any discipline recognised by the Association of Indian Universities and should have minimum 3 years managerial/supervisory experience.

ADMISSION/SELECTION PROCEDURE

The students of Post Graduate Programme (MBA) be admitted through entrance test. The written test should assess :

- reasoning ability
- comprehension and vocabularies
- general knowledge and
- quantitative abilities

to check preparedness of a student to undertake management studies. In addition to the subject test, it could also examine the student capability to learn through Distance Mode. The short listing of candidates may be done according to merit prepared on the basis of total profile which may include :

- performance in written test
- work experience
- previous academic records
- performance in group discussion and interview.

Written test should have at least 75% weightage in overall admission procedure. Where admission is not done on the basis of an All India entrance test, it would be desirable that candidate possesses minimum 50% marks in qualifying examination (Bachelor Degree).

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DURATION

Considering the learning experience to be provided to the students, the duration of MBA level Programme in Management should be minimum 3 years.

STUDENTS INTAKE

The intake of students to MBA Programme in a single year should be decided according to the infrastructure available with the Institutes, number of study centres, human resource available, audio/video support and library facilities etc. However, for the new institutions the number of the students intake should be kept to the minimum of 500 in the initial stage.

CLASS SIZE

There are no restrictions in regard to intake except the eligibility of the candidate as per admission norms and the resource base of the Institution, since it depends upon infrastructural resources. However, it is reasonable to set some numerical targets as follows:

a.	Minimum number of learning centres attached to each Institutions	:	5
b.	Number of learners attached to each learning centre	:	100

THE MEASURE OF A COURSE/PROGRAMME

Programmes should be offered on, semester basis. For the distance learner, a modular approach towards pursuing a long term degree programme is desired. The precise set of courses

and programmes may largely be left for the institutions to decide within a broad parity with the programme structure enumerated above .

It is useful to agree on a common measure for the size of a course and a programme. Since there is already a fair amount of experience with the measure of credit by various institute, a unit credit being defined as 30 hrs. of student effort, it may be useful to have: the same as a measure for MBA programmes in the Distance Mode. The break up of one credit worth of students effort, namely 30 hrs., should typically have the following components at the MBA level

Study time for print material including	**No. of hours (approx)**
Audio/Video material	16 hours
Activities	4 hours
Assignments	6 hours
Counselling services -face to face, through Teleconferencing/Satellite etc.	4 hours

LEARNING RESOURCES

The learning resources are faculty/counsellors, print material and teaching aids including audio-video aids, video/audio conferencing and computer mediated learning etc . The learning material should be developed ab-initio and self-contained in all respects including the use of work books and structural assignments for continuous learning. The course material that are developed should go through the normal stages of quality control.

The major component, however is the interactivity and access

DISTANCE EDUCATION COUNCIL

to faculty/counsellors/mentors who could respond to students queries, provide feedback on assignments, organise discussion sessions and enthuse, motivate, encourage and facilitate the learners to successfully pursue the programmes.

While the role of human factors is very important and the minimum ratio of counsellors to learners per course should be 1:100 and the desirable ratio is 1:50. Programmes with higher intake should attempt to recruit/retain/empanel counsellors who are specialists in as many of the different courses offered, and also seek to achieve a geographical spread depending upon the concentration/disposal of enrolment.

The use of modern technologies such as Video conferencing, computer mediated learning and Interactive Satellite aided communication network should be made use of, to provide quick feedback to the students and supplement the print material learning.

In order that the desired learning can take place through the distance mode, a greater effort is to be made in advance planning of learning materials and systems. It is therefore, important that accreditation/recognition of an institution to offer Management Programme (MBA) through distance mode should require the submission to DEC and evaluation by an expert committee of the learning resource materials as well as a document specifying the various institutional processes. For this purpose the applying institutions would be required to submit a catalogue of learning resources which they propose to use and the requisite number of copies of the learning resources which may include inter-alia:

DISTANCE EDUCATION COUNCIL

i. Camera Ready Copies (CRCs) or a printed copy of course material to be sent to the students;

ii. CRCs or printed copies of structured assignments both computer marked, tutor marked and project type;

iii. CRC of model question to be used in final examination;

iv. Detailed methodology of conducting project work and final evaluation mechanisms be identified;

v. CRC or a printed copy of work books;

vi. CRC of programme guide, incorporating materials about the need to know the study skills required in Distance Education System, learner study plans and other schedules;

vii. Video Casettes to be used as part of the learning material;

viii. Audio Casettes to be used as part of the learning material;

ix. Participation in any Video Conferencing type activity for learner support;

x. Use of any broadcast type facility either by television or radio for learner support;

xi. Detailed plan of use of extended contact programmes for learner support; and

xii. Detailed plan for use of computer network mediated learning for learner support.

If any of such materials are to be used in collaboration with other institutions then requisite arrangements for permission to use such material for the specific purposes must be provided.

Evaluation of the suitability of the institution to offer a programme by distance mode will be determined by evaluation of these materials and the learning strategies proposed for the purpose.

DISTANCE EDUCATION COUNCIL

DELIVERY MECHANISM

A distance learning programme must have a schedule of activities within prescribed time frame. The standard schedule should be as under:

a.	Despatch of text books and study material	:	Within a month after Registration of the Programme.
b.	Receipt of completed activities/assignments	:	Two or three graded assignments perhourse, per term.
c.	Evaluation of Students Activities/Assignments and feedback to students:	:	Within four weeks of receipt of assignments
d.	Response to students queries	:	Within a fortnight of receipt of query
e.	Declaration of results after examinations	:	Eight to ten weeks after the examination.
f.	Feedback to students after their performance and progress in the programme	:	Once in every term or six months whichever is less.

The Institution conducting the programme must have an administrative infrastructure to cater to the following activities:

a. Timely production of study material.

b. Prompt despatch of material to students.

c. Computerised record keeping of students performance progress and feedback.

However, in case of new institutions the above infrastructures shall be insured.

The Institute should maintain proper information system in relation to each of the above aspects.

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A Distance Education Programme must have inbuilt Quality Control mechanism to ensure the proper conduct and maintenance of the quality of the programme. This can be facilitated by having a Board of Studies comprising experts from among the academicians and practitioners in the area of the programmes offered by the Institution. The Board of Studies may set up the following operational groups.

a. An expert group to design, review and update the course curriculam and study material.

b. An Examination Moderation group to check the proper conduct of examination and moderation of results.

Evaluation

Student evaluation systems should be comprised of both continuous, and end term assessments. Participants would be required to go through an examination system, where either marks (percentage) or a letter grade system may be employed.

For equivalence purposes, a 9 point or 13 point letter grade system may be employed. The components of evaluation for each course should include the following:

a.	Assignments	30 - 25% weightage
b.	End-term examination	70 - 75% weightage

The field project work should be assessed using the following components:

a. proposal

b. conduct of field work

c. analysis

d. the final report presentation including viva-voce.

However, in case viva-voce is prescribed for the project work, it shall not exceed 20%

The minimum qualifying grade for each course including project

DISTANCE EDUCATION COUNCIL

work shall be 50% or C Grade in a 9 point or 13 point Letter Grade system.

Evaluation of the programme can be done in two ways:

a. A centralised examination conducted by a common body set up for the purpose or

b. Independently by each institution.

In either case the following norms must be observed:

a. The panel of paper setters and examiners must be drawn from amongst academicians and practising experts who are not directly associated with the conduct of the programme in any other capacity;

b. the security and confidentiality of the question papers and answer scripts must be maintained as in any University examination;

c. the conduct of the examination must be arranged with one invigilator for every 20 students.

FACULTY

The staffing pattern should be discipline based. However, looking at the possibility of popularity of a programme, the additional staffing pattern requirements needs to be looked into.

A distance education programme institution must have three types of faculty as under :

a. **Full-time Core Faculty** : It should comprise an academic manager, and at least three core faculty well versed in editing and production of quality study material for each programme. More faculty is required if the number of students or specialisations goes up. 25-30% time of faculty should be devoted for self-development and professional upgradation of skills, research including consultancy.

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b. **Part-time Retainer Faculty** : At least one part-time faculty in each area of specialisation. This faculty will be retained on regular basis to assist the curriculum and course material development and will function as anchor point in the area of specialisation at various stages of the programme, covering activities like preparation and periodic revision of study material, evaluation of assignments, responding to student enquiries, counselling etc. However, when an institution claims specialisation in a given field, it is advisable to have at least one core faculty member for each of the specialisation.

c. **Resource Faculty** : A panel of suitably qualified faculty will be maintained to assist in the writing of study material, preparation of assignments and their evaluation, interaction in the personal contact programmes, counselling, field work guidance and evaluation, etc. This faculty will be judiciously distributed at various locations as per the strength of students and will be on assignments basis. Number of faculty should be balanced to cope with the courses on offer.

The suggested load for the full-time equivalent of an individual faculty shall be as under :

1.	Responsibility for course	:	upto two courses at a time
2.	Preparation of study material	:	one third of one of the two
3.	Evaluation of assignments	:	100-125 assignments per term/ course
4.	Guidance of Project Work	:	Ten per term
5.	Evaluation of Project Reports	:	Ten per term
6.	Counselling in contact programme	:	15 to 18 hours per course/ term

DISTANCE EDUCATION COUNCIL

The above norms are applicable to open universities and other institutions offering Management Programmes. The Institutions should set aside 25-30% of faculty time free which should be used for self development, upgradation of professional skill, research and consultancy by faculty.

Term here means six months.

FEE STRUCTURE

Fees should be realistic but not extortionate.

The fee for distance education programmes should be able to cover the variable cost incurred on the programme.

PHYSICAL FACILITIES AND EQUIPMENT

The infrastructure facilities needed are for (a) the Head Quarters and (b) Study Centres .

The office space provided at Head Quarter should be capable of accomodating the following:

Office of the Academic Manager, Faculty/Visiting Faculty, Library, Conference Room and Administration/Support services, Storage of materials etc.

There should be sufficient space for moving around comfortably and storing papers, library, computer media etc. in the neighbourhood of the working area. A minimum of 6000 Sft. floor area be available with the institution at the Head Quarters and 1500 Sft. for each Study Centres.

Additional space requirements depend on intake, provision of inhouse desk-top publishing system etc. The illustrative list of equipment required will include Telephone, computer, typewriters, audio-visuals aids, over head projector, photo-copying and duplicating machines. Desk-top publishing system is desirable for distance education institutions.

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LIBRARY

A well equipped library having sufficient number of books and resource material to supplement the students and faculty requirements are needed. It is recommended that a library should have initially minimum books worth Rs.2.0 lakhs comprising reference books, latest international and national titles. Subsequently at least 10% of the Tution fee should be made available to provide the accessibility to library resources at the Study Centres/Head Quarters. Besides these, the institutions should also subscribe journals/periodicals from both India and abroad to be in touch with contemporary developments and should also have collection of audio/video material.

COMPUTER FACILITIES

The number of computer required may vary from institution to institution depending upon the activities undertaken. It is advisable that every study centres should have computer connectivity. Wherever, computer is part of curriculum, access to the computers be ensured. Arrangement should be made that minimum 2 hours computer time per student per week is available for hands on practice.

MONITORING AND PERFORMANCE REVIEW

Every Institution should evolve mechanism of Quality Assurance. Institutions should identify and publish a list of input, process and output indicators that they intend to use in monitoring and reviewing performance in distance education programmes against relevant institutional objectives. Each programme/course should have

- Clearly stated learning objectives;
- Carefully constructed learning materials;

- Well organised student support systems; and
- Explicit exit performance standards.

The effectiveness of a programme through Distance Mode depends to a great extent on its development, production and delivery operations. Hence it is required to evolve suitable and appropriate monitoring procedures for these activities. The appropriate nodal points may be identified in the organisational structure of the Institutions and monitoring functions may be assigned to concerned person/organisation. Each Institution should devise proforma for self evaluation and forward a copy of the same at the end of each year of operation to DEC.

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Expert Committee for Development of Norms and Standards for Management Education Programme offered through Distance Mode

1996

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Correspondence Course Institutions

No.	University/Institution	State
1.	Alagappa University	Tamil Nadu
2.	Andhra University	Andhra Pradesh
3.	Annamalai University	Tamil Nadu
4.	Awadhesh Pratap Singh University	Madhya Pradesh
5.	Bangalore University	Karnataka
6.	Barkatullah Vishwavidyalaya	Madhya Pradesh
7.	Berhampur University	Orissa
8.	Bharathiar University	Tamil Nadu
9.	Bharathidasen University	Tamil Nadu
10.	Birla Institute of Tech. and Sci.	Rajasthan
11.	Central Institute of English & Foreign Languages	Andra Pradesh
12.	Devi Ahilya Vishwavidyalaya	Madhya Pradesh
13.	Dr. Harisingh Gour Vishwavidyalaya	Madhya Pradesh
14.	G.B. Pant University of Agriculture & Technology	Uttar Pradesh
15.	Gujarat Vidyapith	Gujarat
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17.	Guru Jambheshwar University	Haryana
18.	Himachal Pradesh University	Himachal Pradesh
19.	International Inst. for Population Sciences	Maharashtra
20.	Jadavpur University	West Bengal
21.	Jain Vishva Bharati Institute	Rajasthan
22.	Jamia Milia Islamia	New Delhi
23.	Jawaharlal Nehru Tech. University	Andhra Pradesh
24.	Jiwaji University	Madhya Pradesh
25.	Kakatiya University	Andhra Pradesh
26.	Kurukshetra University	Haryana
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29.	Madurai Kamaraj University	Tamil Nadu
30.	Maharshi Dayanand University	Haryana
31.	Mahatma Gandhi University	Kerala
32.	Manonmaniam Sundaranar University	Tamil Nadu
33.	Maulana Azad National Urdu University	Andhra Pradesh
34.	Mother Teresa Women's University	Tamil Nadu
35.	Nagarjuna University	Andhra Pradesh
36.	National Law School of India University	Karnataka
37.	North-Eastern Hill University	Meghalaya
38.	Osmania University	Andhra Pradesh
39.	Panjab University	Chandigarh
40.	Patna University	Bihar
41.	Pondicherry University	Pondicherry
42.	Punjab Agricultural University	Punjab
43.	Punjabi University	Punjab
44.	Shivaji University	Maharashtra
45.	SNDT-Women's University	Maharashtra
46.	Sambalpur University	Orsa
47.	Sri Venkateswara University	Andhra Pradesh
48.	Tamil Nadu Agricultural University	Tamil Nadu
49.	Tilak Maharashtra Vidyapeth	Maharashtra
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51.	University of Bombay	Maharahstra
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60.	University of Madras	Tamil Nadu
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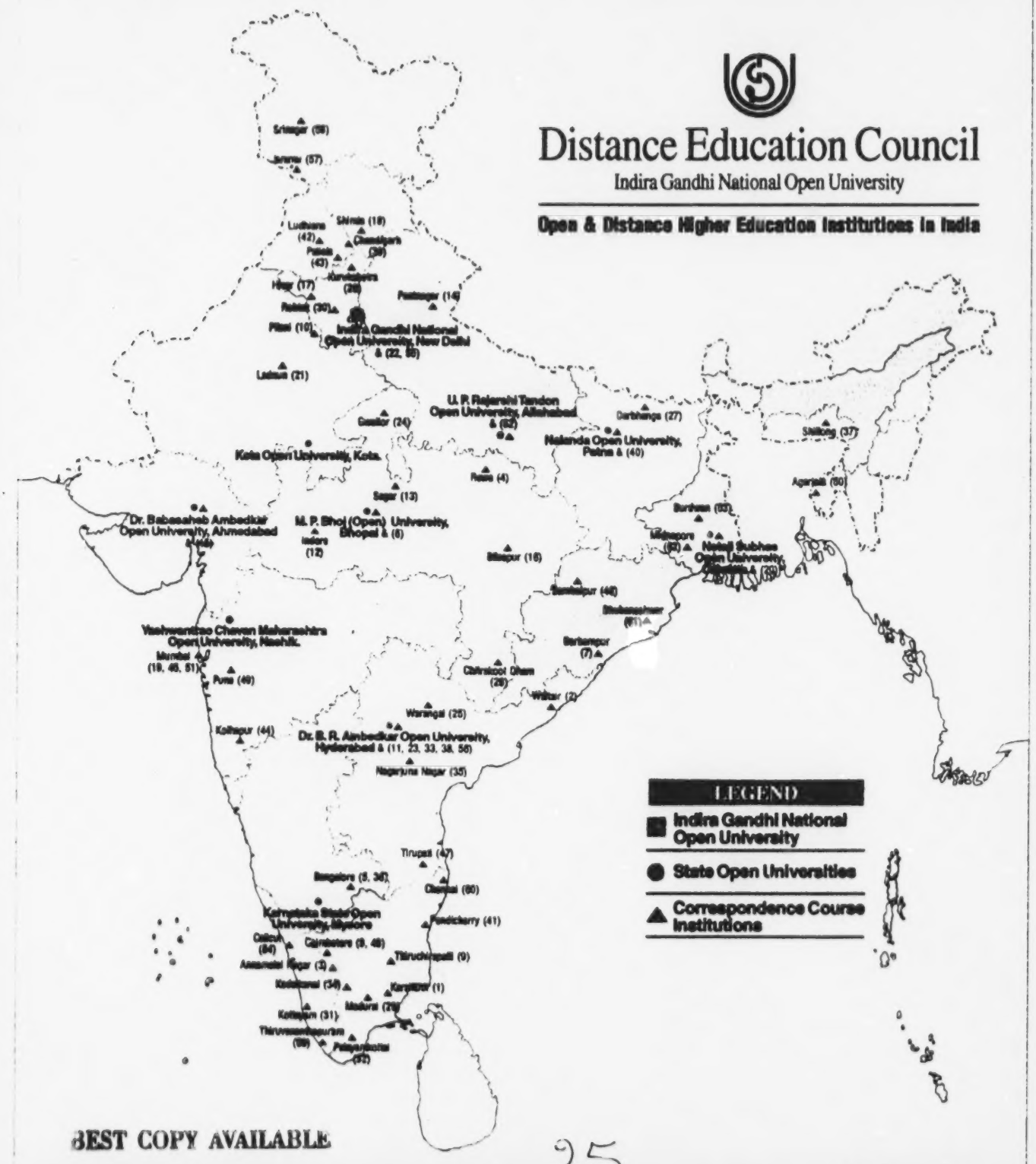

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